# School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

## Executive Summary School Accountability Report Card, 2009-10

### James A. Wieden High School

| | | | |
|---|---|---|---|
| Address: | 201 Waterman Rd. , Ione  CA  95640 | Phone: | 209-274-8131 |
| Principal: | Russ  Harris | Grade Span: | 9 - 12 |

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## About This School

**James A Wieden High School is located within Preston Youth Correctional Facility and is one of the eight institutional schools within the Division of Juvenile Justice (DJJ). This institution is located in the Central Valley and at the edge of the Sierra Foothills. This facility houses approximately 228 young men whose average age is 18.7 years old. Approximately 15 % are Criminal Court and 80% are Juvenile Court Commitments. This High School provides an educational program,  which meets the state standards including the areas of English Language Development, daily skills, Special Education, Victim's classes and career-vocational training**

## Student Enrollment

| Group | Percent |
|---|---|
| African American | 35 % |
| American Indian or Alaska Native | .8 % |
| Asian | 1.2 % |
| Filipino | .40 % |
| Hispanic or Latino | 52.4 % |
| Pacific Islander | 1.2 % |
| White (not Hispanic) | 8.1 % |
| Multiple or No Response | .8 % |
| Socioeconomically Disadvantaged | % |
| English Learners | % |
| Students with Disabilities | % |
| **Total Number of Students** | **** |

\*\*The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

## Teachers

| Indicator | Teachers |
|---|---|
| Teachers with full credential | 44 |
| Teachers without full credential | 3 |
| Teachers Teaching Outside Subject Area of Competence | 0 |
| Misassignments of Teachers of English Learners | 0 |
| Total Teacher Misassignments | 0 |

\*\*The data in this table are not available to the CDE due to delays in receiving CBEDS information. Therefore, these data must be provided by the LEA.

# Student Performance

| Subject | Students Proficient and Above on California Standards Tests |
|---|---|
| English-Language Arts | 1% |
| Mathematics | *% |
| Science | 0% |
| History-Social Science | 1.2% |

# Academic Progress

| Indicator | Result |
|---|---|
| 2010 Growth API Score (from 2010 Growth API Report) | ASAM SCHOOL |
| Statewide Rank (from 2009 Base API Report) | ASAM SCHOOL |
| 2010-11 Program Improvement Status (PI Year) | ASAM SCHOOL |

# School Facilities

## Summary of Most Recent Site Inspection
The age of the classrooms date back to 1958-2005. The classrooms are clean, have working toilers and are adequately ventilated. All classrooms have either swamp coolers or air conditioning.

## Repairs Needed
1-Cooling Systems in Classrooms
2. Outdoor cover on Auto Shop needs repairs

## Corrective Actions Taken or Planned
1. All Coolers will be repaired or replaced
2. Repairs will start within the Fiscal Year

# Curriculum and Instructional Materials

| Core Curriculum Areas | Pupils Who Lack Textbooks and Instructional Materials |
|---|---|
| Reading/Language Arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History-Social Science | 0% |
| Foreign Language | 0% |
| Health | 0% |
| Visual and Performing Arts | 0% |
| Science Laboratory Equipment (grades 9-12) | 0% |

# School Finances

| Level | Expenditures Per Pupil (Unrestricted Sources Only) |
|---|---|
| School Site | $ 29,772.00 |
| District | $ 31,421.00 |
| State | $5,681 |

# School Completion

| Indicator | Result |
|---|---|
| Graduation Rate | 90% |

# Postsecondary Preparation

| Measures | Percent |
|---|---|
| Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma | 0 % |
| Graduates Who Completed All Courses Required for University of California or California State University Admission | 0 % |

# NAEP Reading, Grade 4

| Level | Result |
|---|---|
| Average Scale Score - State | 209 |
| Average Scale Score - National | 220 |
| Achievement Level - Basic | 30% |
| Achievement Level - Proficient | 18% |
| Achievement Level - Advanced | 5% |

## NAEP Reading, Grade 8

| Level | Result |
|---|---|
| Average Scale Score - State | 251 |
| Average Scale Score - National | 261 |
| Achievement Level - Basic | 41% |
| Achievement Level - Proficient | 20% |
| Achievement Level - Advanced | 2% |

## NAEP Mathematics, Grade 4

| Level | Result |
|---|---|
| Average Scale Score - State | 232 |
| Average Scale Score - National | 239 |
| Achievement Level - Basic | 41% |
| Achievement Level - Proficient | 25% |
| Achievement Level - Advanced | 5% |

## NAEP Mathematics, Grade 8

| Level | Result |
|---|---|
| Average Scale Score - State | 270 |
| Average Scale Score - National | 282 |
| Achievement Level - Basic | 36% |
| Achievement Level - Proficient | 18% |
| Achievement Level - Advanced | 5% |

# School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

# I. Data and Access

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

# II. About This School

## Contact Information (School Year 2010-11)

This section provides the schools contact information.

| School | | District | |
|---|---|---|---|
| School Name | James A. Wieden High | District Name | California Education Authority |
| Street | 201 Waterman Rd. | Phone Number | 916-262-1500 |
| City, State, Zip | Ione , CA 95640 | Web Site | www.cdcr.ca.gov |
| Phone Number | 209-274-8131 | Superintendent | David Murphy |
| Principal | Russ Harris | E-mail Address | David.Murphy@cdcr.ca.gov |
| E-mail Address | Russ.Harris@cdcr.ca.gov | CDS Code | 03- 32276- 0337352 |

All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

## School Description and Mission Statement (School Year 2009-10)

School Description and Mission Statement (School Year 2009-10)

**James A Wieden High School is located within Preston Youth Correctional Facility and is one of the eight institutional schools within the Division of Juvenile Justice (DJJ). This institution is located in the Central Valley and at the edge of the Sierra Foothills. This facility houses approximately 228 young men whose average age is 18.7 years old. Approximately 15 % are Criminal Court and 80% are Juvenile Court Commitments. This High School provides an educational program,  which meets the state standards including the areas of English Language Development, daily skills, Special Education, Victim's classes and career-vocational training.**
**Mission Statement for JAWHS states that our goal is "to contribute the efforts of the Preston Youth Correctional Facility in preparing our students for a productive and meaningful life".**

## Opportunities for Parental Involvement (School Year 2009-10)

Opportunities for Parental Involvement (School Year 2009-10)

**Parents are encouraged to visit their sons during regular visiting hours. Parents/Guardians of Special Education students are encouraged to participate in their Individual Educational Meetings (IEP's). Parents of English Language Learner Students (ELL) are asked to participate in Language Assessment Team Meetings (LAT). Parants are invited to the annual graduation ceremony. There are also Monthly Stakeholder's meetings for parents to attend**

## Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Number of Students |
|---|---|
| Kindergarten | ** |
| Grade 1 | ** |
| Grade 2 | ** |
| Grade 3 | ** |
| Grade 4 | ** |
| Grade 5 | ** |
| Grade 6 | ** |
| Grade 7 | ** |
| Grade 8 | 17 |
| Ungraded Elementary | ** |
| Grade 9 | 12 |
| Grade 10 | 28 |
| Grade 11 | 70 |
| Grade 12 | 77 |
| Ungraded Secondary | 95 |
| **Total Enrollment** | 299 |

## Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment |
|---|---|
| African American | 35 % |
| American Indian or Alaska Native | .8 % |
| Asian | 1.2 % |
| Filipino | .40 % |
| Hispanic or Latino | 52.4 % |
| Pacific Islander | 1.2 % |
| White (not Hispanic) | 8.1 % |
| Multiple or No Response | .8 % |
| Socioeconomically Disadvantaged | % |
| English Learners | % |
| Students with Disabilities | % |

## Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Subject | 2007-08 | | | | 2008-09 | | | | 2009-10 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Avg. Class Size | 1-22 | 23-32 | 33+ | Avg. Class Size | 1-22 | 23-32 | 33+ | Avg. Class Size | 1-22 | 23-32 | 33+ |
| English | 7.8 | 27 | 0 | | 9.9 | 26 | 1 | | 11.2 | 19 | ** | ** |
| Mathematics | 8.5 | 19 | | | 9.5 | 16 | | | 10.2 | 12 | ** | ** |
| Science | 7.8 | 13 | | | 6.7 | 12 | | | 10.9 | 6 | ** | ** |
| Social Science | 10.8 | 18 | 1 | | 9.9 | 18 | | | 7.9 | 10 | ** | ** |

# III. School Climate

## School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

**All educational personnel receive monthly service training. Several members of the school faculty are members of the facility Safety Committee. All educational staff wears a personal alarm. There are several security assigned full time to the school area. All classrooms have phones and/ or a working intercom**

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|---|---|---|---|---|---|---|
| | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 |
| Suspensions | 0 | 0 | 0 | 0 | 0 | 0 |
| Expulsions | 0 | 0 | 0 | 0 | 0 | 0 |

All DJJ education staff have been trained and utilize "Response to Intervention" processes to assist students to succeed in their classrooms. As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

# IV. School Facilities

## School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

**The age of the classrooms date back to 1958-2005. The classrooms are clean, have working toilets and are adequately ventilated. All classrooms have either swamp coolers or air conditioning. The classrooms are heated by steam system. Minor repairs are completed as needed.**

## School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|---|
| | Exemplary | Good | Fair | Poor | |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | | | X | | |
| **Interior:** Interior Surfaces | | | X | | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | | | X | | |
| **Electrical:** Electrical | | | X | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | | | X | | |
| **Safety:** Fire Safety, Hazardous Materials | | | X | | |
| **Structural:** Structural Damage, Roofs | | | X | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | | | X | | |
| **Overall Rating** | FAIR | | | | |

# V. Teachers

## Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page.

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2007-08 | 2008-09 | 2009-10 | District |
| With Full Credential | 41 | 42 | 43 | 144 |
| Without Full Credential | 1 | 2 | 3 | 6 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | 0 |

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Indicator | 2008-09 | 2009-10 | 2010-11 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 3 | 6 | 0 |

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|---|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 100 % | 0 % |
| All Schools in District | 79.2% | 20.8% |
| High-Poverty Schools in District | ** | ** |
| Low-Poverty Schools in District | ** | ** |

# VI. Support Staff

## Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| Academic Counselor | 0 | ** |
| Library Media Teacher (Librarian) | 1 | N/A |
| Psychologist | 3 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0 | N/A |
| Speech/Language/Hearing Specialist | .5 | N/A |
| Resource Specialist (non-teaching) | 0 | N/A |
| Other | 1 | N/A |

# VII. Curriculum and Instructional Materials

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|---|---|---|
| Reading/Language Arts | High Quality, Under three years old, Readily available | 0 % |
| Mathematics | High Quality, Under three years old, Readily available | 0 % |
| Science | High Quality, Under three years old, Readily available | 0 % |
| History-Social Science | High Quality, Under three years old, Readily available | 0 % |
| Foreign Language | Not currently offered | N/A |
| Health | Not Currently Offered | N/A |
| Visual and Performing Arts | High Quality, Under three years old, Readily available | 0 % |
| Science Laboratory Equipment (grades 9-12) | Impractable for a correctional setting | N/A |

# VIII. School Finances

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $30,602 | $830 | $29,772 | 85,000 |
| District | $32,505 | $1264 | $31,241 | $68,575 |
| Percent Difference – School Site and District | - 6.2% | -52% | -4.9% | 19.3% |
| State | $8,736 | $3,055 | $5,681 | $66,995 |
| Percent Difference – School Site and State | 71.4% | -268% | 80.9% | 21.1% |

## Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

**Title 1 ESEA      Library/Media Program Title 3      ELL      Prop 98 General Fund      Carl Perkins PT A & B      Special Education IDEA 2004**

## Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page.

| Category | Range | CEA District Amount | State Average For Medium-Size High School Districts |
|---|---|---|---|
| Beginning Teacher Salary | A – C | $44,317 - $70,499 | $41,782 |
| Mid-Range Teacher Salary | D – E | $49,136 - $86,662 | $65,940 |
| Highest Teacher Salary | F - G | $52,635 - $92,833 | $85,681 |
| Average Principal Salary (High School) | | $94,800 - $103,000 | $116,781 |
| Superintendent Salary | | $62,965 – $136,486 | $144,560 |
| % of Budget for Teacher Salaries | | 95% | 36.5% |
| % of Budget for Administrative Salaries | | 1% | 6.3% |

**State averages from** http://www.cde.ca.gov/ta/ac/sa/salaries0809.asp  >  High School Districts  >  Medium ADA 1,000 – 3,999

# IX. Student Performance

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School 2007-08 | School 2008-09 | School 2009-10 | District 2007-08 | District 2008-09 | District 2009-10 | State 2007-08 | State 2008-09 | State 2009-10 |
|---|---|---|---|---|---|---|---|---|---|
| English-Language Arts | 3 | 4 | 1 | 1 | 3 | 1 | 46 | 50 | 52 |
| Mathematics | 3 | 4 | * | 3 | 4 | 1 | 43 | 46 | 48 |
| Science | 0 | 6 | 0 | 0 | 3 | 1 | 46 | 50 | 54 |
| History-Social Science | 0 | 2 | 1 | 0 | 3 | 1 | 36 | 41 | 44 |

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percent of Students Scoring at Proficient or Advanced — English-Language Arts | Mathematics | Science | History-Social Science |
|---|---|---|---|---|
| African American | 0 | | * | 0 |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 2 | * | 0 | 2 |
| Pacific Islander | * | | | |
| White (not Hispanic) | * | | * | * |
| Male | 1 | * | 0 | 1 |
| Female | * | | | |
| Economically Disadvantaged | 1 | * | 0 | 1 |
| English Learners | 0 | * | 0 | 0 |
| Students with Disabilities | | | | |
| Students Receiving Migrant Education Services | | | | |

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing (PFT) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

| Grade Level | Percent of Students Meeting Healthy Fitness Zones — Four of Six Standards | Five of Six Standards | Six of Six Standards |
|---|---|---|---|
| 5 | | | |
| 7 | | | |
| 9 | | | |

***These data are currently not available. The CDE expects to provide these data in February 2011.

# X. Accountability

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page.

# Academic Performance Index Ranks – Three-Year Comparison

## As an alternative school, JAWHS is measured by the ASAM scale, not by the PI, API, and AYP indices

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2007 | 2008 | 2009 |
|---|---|---|---|
| Statewide | n/a | n/a | n/a |
| Similar Schools | n/a | n/a | n/a |

**"N/A"** means a number is not applicable or not available due to missing data.

**"B"** means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

**"C"** means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

**" * "** means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

# Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

| Group | Actual API Change | | | Growth API Score |
|---|---|---|---|---|
| | 2007-08 | 2008-09 | 2009-10 | 2010 |
| All Students at the School | N/A | N/A | N/A | N/A |
| African American | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A |
| Pacific Islander | N/A | N/A | N/A | N/A |
| White (not Hispanic) | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A |

**"N/A"** means a number is not applicable or not available due to missing data.

**"*"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

# Adequate Yearly Progress

## As an alternative school, JAWHS is measured by the ASAM scale, not by the PI, API, and AYP indices

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

Participation rate on the state's standards-based assessments in ELA and mathematics

Percent proficient on the state's standards-based assessments in ELA and mathematics

API as an additional indicator

Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page.

## Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria | School | District |
|---|---|---|
| Overall | N/A | N/A |
| Participation Rate - English-Language Arts | N/A | N/A |
| Participation Rate - Mathematics | N/A | N/A |
| Percent Proficient - English-Language Arts | N/A | N/A |
| Percent Proficient - Mathematics | N/A | N/A |
| API | N/A | N/A |
| Graduation Rate | N/A | N/A |

**"Yes"**      Met 2010 AYP Criteria
**"No"**      Did not Meet 2010 AYP Criteria

## Federal Intervention Program (School Year 2010-11)

## As an alternative school, JAWHS is measured by the ASAM scale, not by the PI, API, and AYP indices

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page.

| Indicator | School | District |
|---|---|---|
| Program Improvement Status | N/A | N/A |
| First Year of Program Improvement | N/A | N/A |
| Year in Program Improvement | N/A | N/A |
| Number of Schools Currently in Program Improvement | N/A | N/A |
| Percent of Schools Currently in Program Improvement | N/A | N/A |

# XI. School Completion and Postsecondary Preparation

## Admission Requirements for California Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page (Outside Source).

### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the Undergraduate Admission & Requirements Web page (Outside Source).

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page.

| Indicator | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| Dropout Rate (1-year) | 6.9 | 9.6 | ** | 6.5 | 8.2 | ** | 4.4 | 3.9 | ** |
| Graduation Rate | | | ** | | | ** | 80.6 | 80.2 | ** |

# Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2009-10 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

| Group | Graduating Class of 2009 | | |
|---|---|---|---|
| | School | District | State |
| All Students | 107 | 74% | N/A |
| African American | 34 | 26% | N/A |
| American Indian or Alaska Native | 2 | 0% | N/A |
| Asian | 6 | 3% | N/A |
| Filipino | 0 | 0% | N/A |
| Hispanic or Latino | 52 | 39% | N/A |
| Pacific Islander | 2 | 0% | N/A |
| White (not Hispanic) | 4 | 7% | N/A |
| Socioeconomically Disadvantaged | | 74% | N/A |
| English Learners | 14 | 21% | N/A |
| Students with Disabilities | 3 | 25% | N/A |

## Career Technical Education Programs (School Year 2009-10)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

**Basic Automotive, computer, Print, Vocational Janitorial, Masonry, Auto Body Repair, Landscape Gardening, Vocational Orientation**

## Career Technical Education Participation (School Year 2009-10)

This table displays information about participation in the school's CTE programs.

| Measure | CTE Program Participation |
|---|---|
| Number of the school's pupils participating in CTE | 428 |
| Percent of the school's pupils completing a CTE program and earning a high school diploma | 49 |
| Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education | 45.8 % |

## Courses for University of California and/or California State University Admission (School Year 2008-09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE DataQuest Web page.

| UC/CSU Course Measure | Percent |
|---|---|
| Students Enrolled in Courses Required for UC/CSU Admission | 0 |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

## Advanced Placement Courses (School Year 2009-10)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page.

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|---|---|---|
| Computer Science | N/A | N/A |
| English | N/A | N/A |
| Fine and Performing Arts | N/A | N/A |
| Foreign Language | N/A | N/A |
| Mathematics | N/A | N/A |
| Science | N/A | N/A |
| Social Science | N/A | N/A |
| **All courses** | N/A | ** |

# XII. Instructional Planning and Scheduling

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

**Narrative to be provided by LEA**

# XIII. National Assessment of Educational Progress

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page.

## National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

| Subject and Grade Level | Average Scale Score | | State Percent at Achievement Level | | |
| --- | --- | --- | --- | --- | --- |
| | State | National | Basic | Proficient | Advanced |
| Reading 2009, Grade 4 | 210 | 220 | 30 | 18 | 5 |
| Reading 2009, Grade 8 | 253 | 262 | 41 | 20 | 2 |
| Mathematics 2009, Grade 4 | 232 | 239 | 41 | 25 | 5 |
| Mathematics 2009, Grade 8 | 270 | 282 | 36 | 18 | 5 |

## National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

| Subject and Grade Level | State Participation Rate | | National Participation Rate | |
| --- | --- | --- | --- | --- |
| | Students With Disabilities | English Language Learners | Students With Disabilities | English Language Learners |
| Reading 2009, Grade 4 | 73 | 95 | 71 | 84 |
| Reading 2009 Grade 8 | 81 | 95 | 72 | 84 |
| Mathematics 2009, Grade 4 | 81 | 95 | 72 | 83 |
| Mathematics 2009, Grade 8 | 85 | 96 | 78 | 92 |